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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN JOURNALISM

ED033706

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JOURNALISM OBJECTIVES: SET# 1

Unit I

The History of Newspapers

In order to understand the present situation of the journalism enterprise it is necessary to trace back to the roots of its development. The early course of events throughout the ancient, medieval and modern world all had their special effects on shaping the journalistic profession. The rapid development of printing techniques and the demand for a wider dissemination of ideas had tremendous import on the journalism field.

Objectives

General: The student will know the political trends which had the greatest effect on the development of the newspaper.

Specific: Given a list of important names in the development of printing the student will identify them with 70% accuracy.

Specific: Given a list of the early (ancient and Medieval) newsletters or tableaus the student will arrange them in chronological order with 80% accuracy.

Specific: The student will explore the governmental influences on the development of the early diaries and newspapers in England in the eighteenth century with 100% accuracy.

Specific: The student will participate in an in-class debate with a five-minute pro or con argument on the issue: Resolved: Boston in the 17th century was a political forum for the early newspapers located there. 75% accuracy is expected.

General: The student will know the internal development of the newspaper.

Specific: Given a list of twenty terms the student will define ten in a class discussion of the changes in the role of the editorial. 90% accuracy is expected.

Specific: The student will point out in class with 60% accuracy how the sports section, home section, and women's supplement came to be incorporated in the newspaper.

Unit II

A Dissection of the Newspaper

To better understand the function of the newspaper it is necessary to understand what it contains and what is the purpose of each of the contents. It is also essential to know the importance of placement in the layout of a paper and to know why certain stories are positioned carefully.

Objectives

General: The student will know the various parts of a newspaper.

Specific: Given a list of the parts of a paper the student will choose the ten most important with 100% accuracy.

Specific: The student will compile a comprehensive listing of some fifty parts of the newspaper. 90% accuracy is expected.

Specific: The student will give a ten minute speech on his favorite section of the paper, backing his choice with five points of criteria. 95% accuracy is sought.

General: The student will be able to analize any part of the newspaper for its relevance to the paper as a whole.

Specific: Permitted to choose any section of the paper the student will with 70% accuracy explain the development and role of that section in the newspaper. This is to be done in a 100 word essay.

General: The student will know what elements determine the development of a new section to be added to a paper.

Specific: The student will trace the needs which called for the inclusion of a financial section to the newspapers. The 100 word theme should be done with 75% accomplishment.

Unit III

Reporting and Interviewing

A newspaper is only as good as its content and thus the burden of responsibility falls heavily on the single reporter. To illicit a better story a reporter must know how to get at the news, interview persons often requiring a persistent questioning, and research the validity of the information that he receives. The reporter must be many things - a historian, a politician, a diplomat, a questioner.

Objectives

General: The student will know how to report a story.

- Specific: Given a list of twenty facts the student will arrange them into a coherent story with 65% accuracy.
- Specific: Given a story assignment the student will conduct an interview with a person involved in the story. 65% accuracy.
- Specific: The student will listen to several lecturers who have been reporters explain the "how" of it. In small groups the student will participate in 50% of a discussion.

General: The student will know the parts of a story.

- Specific: Given a series of papragraphs the student will arrange them in the most understandable order with 80% accuracy.
- Specific: The student will dissect a story of his own writing by explaining in an essay how he wrote story step by step. 70% accuracy.

Unit IV

Editing and Proof-reading

In the refinement of the newspaper's literary content it is necessary to constantly correct and revise stories which come to the desk in a rough first draft form. The job of editing is important for it is here that glarying errors, confusion, and validity are checked. In proof-reading all grammatical refinements are utilized and any type-set errors are corrected before the type plates are locked.

Objectives

General: The student will know how to edit a news story.

- Specific: The student will read copy on a brief news piece with 65% accuracy.
- Specific: The student will correct ten errors of grammar in a given news story with 80% accuracy.
- Specific: The student will correct ten errors of style in a given news story with 80% accuracy.
- Specific: The student will be given a twenty-five question quiz on the mechanics in the AP Style Book. An accuracy of 70% is expected.

General: The student will know how to proof-read a news story.

- Specific: Given a news paper article the student will circle the five style errors with 100% accuracy.
- Specific: The student will proof-read a galley sheet in thirty minutes with 70% accuracy.
- Specific: Given a feature story the student will read proof on it with 85% accuracy.

Unit V

Newspaper Make-up

The many processes necessary to publish a newspaper should be known to the student of journalism. In order that he may beeter understand the nature of his work and in order to facilitate the publishing of a paper the newsman must know what goes into making up the paper. From reporting to advertising to lay out the numerous jobs necessary before the paper hits the streets should be understood by all employees.

Objectives

General: The student will know the general make-up of a newspaper.

Specific: Given a list of steps necessary before a paper is published the student will list in sequential order the proper steps with 85% accuracy.

Specific: The student will define in less than fifteen words a list of twenty terms taken from the printer and lay-out department with 65% accuracy.

Specific: The student will write a brief one page analysis of the general make-up of one of his local papers with a minmum accomplishment of 80%.

General: The student will understand the financial determinents that apply to the make-up of a newspaper.

Specific: The student inquire of the price of advertising in a small town paper and large metropolitan paper. 50% is required.

General: The student will appreciate the artistic and aesthetic guide lines that are incorporated in the lay-out of a page.

Specific: The student will write a 200 word paper explaining the artistic principles utilized in an assigned page with an accuracy of 70%.

Unit VI

Studying the Magazine

Increasingly, as the contemporary readers develop in sophistication there is a demand for more literary writing in newspapers and periodicals. The magazine has now taken on many of the functions of the newspaper and likewise the newspaper has borrowed from the magazine. The periodicals may soon blend into one kind of publication, therefore it is necessary to the know the nature of the magazine in relation to the newspaper.

Objectives

General: The student will understand the philosophy of the magazine.

Specific: The student will write a brief essay (150 words) stating the philosophy of a magazine of his choosing with 80% accuracy.

Specific: The student will participate in a discussion exploring the guiding principles of the top five news magazines. 50% participation is required.

General: The student will know the format of a magazine lay-out.

Specific: Given a list of sections found in general magazines the student will in forty minutes formulate plans for a magazine of his own with the inclusion the given general sections. To be done with 70% accuracy.

General: The student will apply the newspaper lay-out to the magazine lay-out.

Specific: The student will compare an issue of the New York Times for one month to the issue of Newsweek for the same month. 60% accuracy is expected.

General: The student will understand the financial determinents of a magazine.

Specific: The student will talk with the advertising representative of one magazine and report his findings to the class.

Unit VII

The In-Depth Article

As the the functions of the newspaper become more complex, the necessity for greater, more specific reportage becomes apparant. No longer is the spot news or news scoop the boon of the reporter. Television and radio have replaced the newspaper as the source of news. What is left to the paper? Deep probing searches into the complex problems of our era, thorough analysès of topical situations, stories in-depth on national and international affairs.

Objectives

General: The student will know what an in-depth article is and contains.

Specific: From a list of five articles the student will choose the one that is truly in-depth. 100% accuracy is expected.

Specific: The student will analize orally what are the evidences of a thorough analysis in an article presented by the instructor in class. To be done 60% accuracy.

General: The student will demonstrate an ability to write an in-depth story.

Specific: Given a story assignment the student will research it and write a 500-750 word in-depth article. 85% accomplishment is required.

General: The student will understand the differences in the style of writing in the foreign and the domestic press.

Specific: The student will write a one page summary analizing an article from the London Times. 75% accuracy.

Note:

literary style
length
sources
validity
topicality

Unit VIII

A Student Publication

Theories have their merit, yet only in practical application and experience can one truly find knowledge and understanding. To enable the student to gain a more realistic grasp of the newspaper business the final two class meetings will be devoted to the production and publication of a small, class newspaper. This is a culmination of the semester's work and some of the articles written for class assignments will be printed.

Objectives

General: The student will participate in the production of an actual newspaper.

Specific: The student will work with fellow class members in publishing a newspaper that will be representative of the work learned in the course. 90% accuracy is expected in the two weeks of laboratory work which will consist of:

reporting
interviewing
writing
editing
re-writing
proof-reading
page lay-out
writing headline orders and subheads
basic journalistic photography
working with the printer

JOURNALISM OBJECTIVES: SET# 2

UNIT 1

History of Feature and Editorial Writing

Concept: Feature and editorial writing have changed from the personal style characteristic of the Eighteenth and Nineteenth centuries to the more formal and objective style of the present century. As a consequence, features and editorials are now less colorful and controversial, but more fair in presenting all sides to an argument. The crusading newspaper is moving toward extinction. And, because of the challenge of television, radio, and magazines, the influence of the newspaper is diminishing. It is a critical hour for both newspapers and magazines. And, it is important that the student know the causes of the crisis so he knows what steps to take to correct it.

Objectives:

1. Given a list of 15 items dealing with historical developments in feature and editorial writing, the student will place the items in chronological order. Criterion: 80.

2. Given a list of 15 phrases identified with crusading editors, the student will name the editor and define the phrase in 20 words or less. Criterion: 60.

3. Given a list of statements descriptive of editorials, the student will note whether each statement falls into the authoritarian, social-responsibility, libertarian, or Soviet-Communist theory of the press. Criterion: 70.

4. Outside of class, the student will write a 500-750-word paper on a successful editorial campaign (crusade) which occured during the past five years. Criterion: 100. Paper to include the reason for the crusade, methods used, the result, whether or not the crusade was justified and worthwhile, and suggestions for improving the crusade.

UNIT 2

Ethics and Responsibilities of the Press

Concept: The press reaches into all areas of social and political life in America. It has an obligation to report the news and to criticize events that it deems worthy. The press must report truthfully and fairly without regard to bias of any kind. It must maintain a high ethical standard and at the same time fulfill its responsibilities to the people, the media, and the government.

Objectives:

1. Given a short description of a situation, the student will note whether or not the situation violates one of the American Society of Newspaper Editors' Canons of Journalism. Criterion: 80.

2. Given a list of 10 situations dealing with problems in journalism, the student will not whether or not the situations violate newspaper ethics or responsibilities as defined by tradition. Criterion: 70.

3. Given a list of 10 situations involving newspaper stories on criminal proceedings, the student will note whether or not the situations protect the defendent's constitutional rights. Criterion: 70.

4. Outside of class, the student will write a 500-750-word paper on Fair Trail and Free Press. Criterion: 100. Paper to include at least five arguments for unlimited press coverage and five arguments for limited press coverage plus a conclusion which recommends one of the arguments or a combination of arguments.

UNIT 3

Press Influence on Government

Concept: The press is one of the most powerful pressure groups in the country. It exerts its influence through editorials, features, columns, and the news pages. It is impossible to measure the influence of the press on government decisions and policies. But, it is important that the student know the range and the different sources of this influence.

Objectives:

1. Given a statement describing the influence of a certain newspaper or magazine correspondent, the student will note whether or not the statement is accurate. Criterion: 70.

2. Given five situations involving "leaked" news stories, the student will note whether or not he thinks the press was justified in printing these stories and defend his choice in 25 words or less. Criterion: 100.

3. Given a list of 10 government decision-making situations, the student will note whether or not the press is influential in the decision. Criterion: 80.

4. In class, the student will write an essay of how newspapers influence governmental decisions. Time limit: 45 minutes. Criterion: 80. Paper to include recommendations listed in The Opinionmakers; student will indicate whether he believes such influences are ethical.

UNIT 4

Journalism Style

Concept: This is a time when it is extremely important to convey ideas and report the news so that basic truths may be better understood by more people. Confusion in writing, especially writing appearing in newspapers and magazines, can cause much striff. It is important that the journalist understand the basic rules of style; he must learn to write simply and clearly so that his work is more readable.

Objectives:

1. Given 10 complete sentences, the student, using the Flesch formula, will shorten each sentence to make it more readable. Criterion: 100.

2. Given 10 complete sentences, the student will diagram each sentence to show the grammatical relationships between the words. Criterion: 60.

3. Given a list of 50 sentences, the student will note whether or not the sentences contain violations of style as defined by the Associated Press Stylebook. Criterion: 90.

4. Given 10 editorials from a daily newspaper, the student will note whether they are written primarily for information or conversion. Criterion: 80.

5. Outside of class, the student will select three editorials from a newspaper or magazine and, using the Flesch formula, as a guide, write a 500-750-word paper on whether or not the editorials are well-written. Criterion: 100.

6. Outside of class, the student will write a 500-750-word paper comparing and contrasting the vocabulary and style of three articles appearing in the Manchester Guardian and the New York Times. Criterion: 100.

UNIT 5

Editorial Writing

Concept: Editorials are fundamental to the democratic process. They examine, question, and criticize American democratic institutions. The editorial writer takes a close look at a certain situation and determines whether or not it measures up to what he conceives as the democratic ideal. This examination by the writer contributes to a better understanding of the situation.

Objectives:

1. Outside of class, the student will select one newspaper or magazine editorial and rewrite and condense it to one-half its original size. Criterion: 100.

2. Outside of class, the student will write a 500-750-word paper comparing and contrasting typical editorials which appear in newspapers and on radio and television. Criterion: 100. Paper to include the type of news covered and the detail in which the news is presented.

3. Outside of class, the student will write a 500-750-word paper comparing and contrasting the style of editorials in the Los Angeles Times and Los Angeles Herald-Examiner. Criterion: 100.

4. Outside of class, the student will write a 500-word informative editorial on the proposed California abortion law. Criterion: 100.

5. After watching an editorial session of a daily newspaper, the student, in a one-hour examination, will write comments and criticisms on the methods used in reaching an editorial position. Criterion: 100.

6. In a one hour examination, the student, after having been given specific pro and con arguments, will write a critical editorial of 500-words or less on capital punishment. Criterion: 100.

UNIT 6

Feature Writing and Columns

Concept: Features range from the humerous to the serious. The formal journalistic style is often dropped and replaced with a more person and informal type of writing. In feature writing, the journalist has a chance to show his creative ability and skills. Features that follow a formula are dull and lifeless.

Objectives:

1. Given a description of a person currently in the news, the student will write a paragraph using adjectives, such as modest, shy, or humble to describe him and then defend his choice in a paper of 500 words or less. Time limit: 45 minutes. Criterion: 100.

2. Given a detailed description of a peace march in New York, the student, in a one hour examination, will write a commentary of 750-words or less on the occurrence. Criterion: 100.

3. Given two character studies of two people currently in the news, the student will write a paper of 500-words or less comparing or contrasting the stereotypes that result. Time limit: 30 minutes. Criteria: 100.

4. Outside of class, the student will choose two feature articles and two special columns from a newspaper or magazine and write a 500-1000-word paper on their, style, subject matter, and opinions. Criterion: 100.

5. Outside of class, the student will select a "conservative" and "liberal" columnist and write a 500-1000-word paper on whether they are non-critical of or prejudiced against their topic. Criterion: 100.

6. Outside of class, the student will prepare a list of questions, ranging from general to specific, for use in an interview of his choice. Criterion: 100.

7. Outside of class, the student will interview three different people and write a 1000-1500-word feature article on a subject of his choice. Criterion: 100.

Final Examination

Level of Achievement: Students are expected to attain a criterion level of 100 on both objectives on the final examination.

Weight of final exam -- 20 per cent of total grade.

Objectives:

1. In a two-hour examination, the student, after having been given specific pro and con arguments, will write a 500-750-word editorial for or against U.S. involvement in Vietnam. Criterion: 100. The paper will avoid all propaganda devices.

2. Outside of class, the student will write a 1000-1500-word feature article on a subject of his own choosing which focuses on a limited, familiar area of his experience. Criterion: 100.

JOURNALISM OBJECTIVES: SET# 3

UNIT I: THE PROCESS OF COMMUNICATION
Weeks: 1,2,3

READING ASSIGNMENT: Schramm, Process and Effects of Mass Communications, pp. 1-26

ASSIGNMENT I: Each student will write a three page paper explaining why, in his opinion, he believes we try to communicate. (No references will be necessary for this paper because its purpose is to pre-assess the students' knowledge of the subject matter.) The paper is due one week from date of assignment.

GENERAL OBJECTIVE OF UNIT I: The student will understand how the system of communication works.

SPECIFIC OBJECTIVES:

(NOTE: Naturally, all students cannot be tested orally at the same time so in order to reach the specific objectives listed here, and throughout the paper, students will be forewarned that they will be called on from time to time to name specific items and that their responses will be considered in their grade.)

The student will name orally the three elements required in communication when called upon in class to do so.
(100% accuracy)

The student will explain orally the differences between source, message and destination when asked to in class.
(100% accuracy)

The student will list the four conditions that must be fulfilled if a message is to achieve its desired response--he will list the conditions on the blackboard when called upon in class.
(100% accuracy)

The student will apply the terms of mass communications to his own experience. Thus, in Assign. II (lecture 6), he will write a three page paper explaining which of the mass media he prefers and why. He will relate at least three of the terms he has recently learned to his experiences with the various media. The paper will be due one week from assignment date. No reference works will

selective perception
cognitive dissonance
balance theories

Lecture 5: key terms (cont.)

frames of reference
reinforcement
immediate reward versus delayed gratification in mass communications

Lecture 6: key terms (cont.)

communication organization as source of a message
individual communicator as the source
contiguity theory

ASSIGNMENT II: Each student will write a three page paper explaining which of the mass media he prefers and why. He will relate at least three of the terms he has recently learned to his experience with the various media. The paper will be due one week from date of assignment. No references necessary.

UNIT II: GETTING THEIR ATTENTION
Weeks: 4,5

READING ASSIGNMENT: Schramm, PEMC, pp. 29-67

GENERAL OBJECTIVE OF UNIT II: The student will know, understand and be able to apply the thories of mass communications.

SPECIFIC OBJECTIVES:

The student will cite and define orally the three principles which determine whether a cue will attract one's attention. Also, when called upon, he will provide examples for each of the principles he cites.
(100% accuracy)

The student will be able to name five of the seven uses of the newspaper found by Berelson in his study which appears in the assigned reading.
(100% accuracy)

The student will be able to define the concept of predispositions and attitudes and verbally

illustrate how these two factors operate in communication.
(100% accuracy)

Week 4; Lecture 1: Introduction to concept of "attention"

Discussion of communication as a "buyer's market"--more stimuli come to us than we are able to attent to. Idea that the various signs of communication have to compete for an audience: How often do you have the undivided attention of the person to whom you are talking? We select cues and concentrate our attention on cues that appeal to us--thus, we depend upon our experiences to select the cues which have meaning: "Selective perception."

Principles that determine whether a cue will attract attention:

availability
contrast
reward and threat

Lecture 2: Why do people pay attention to mass media?

This lecture will incorporate Klapper's notion of what the effects of the various media are and the studies of different people's use of the mass media in terms of their socio-economic status and the findings of the effects of television on children from Schramm, Lyle and Parker: Television in the Lives of our Children.(1962).

Lecture 3 of week 4 and lecture 4 of week 5:What Missing the Newspaper means.

Outline

I. Introduction: New York City newspaper strike, June 30, 1945.

Report is based upon determining what people had done in order to keep up with the news, what parts of the newspaper they particularly missed and how much more did they miss the paper as the strike wore on.

II. Role of the Newspaper: What people say

III. Uses of the Newspaper-- five functions of modern newspaper:

Information and interpretation
Tool for daily living
Respite
Social prestige
Social contact

UNIT III: THE AUDIENCE
Weeks: 6,7,8

READING ASSIGNMENT: Schramm, PEMC, pp. 68-105

GENERAL OBJECTIVE: The student will be able to discuss the factors that effect selective perception.

SPECIFIC OBJECTIVE: The student will be able to cite in class at least five of the 15 effects of age, education and economic status as factors in newspaper reading.
(100% accuracy)

The student will be able to cite in class, in general terms, some of the data pertaining to which medium appeals to particular audiences.
(no measure of accuracy)

TERM PAPER ASSIGNMENT: (see lecture 3, week 8) The student will select a major incident of recent vintage (within last 10 years) that received front page coverage in the nation's newspapers and analyze the event using the theories of mass communications that he is studying in this course. The paper should be 10-15 pages in length. No footnotes are necessary but credit attributions should be given whenever a direct reference is used.

Week 6, Lectures 1, 2 and 3: The Media and its audience

Week 7, Lectures 1, 2 and 3: The Communications behavior of the Average American

Week 8, Lectures 1, 2 and 3: Mass Communications and their Audiences in other countries

Outline:

I. Availability of media
II. Literacy
III. Newspring and film production
IV. Audiences

TERM PAPER ASSIGNMENT: The student will select a major incident of recent vintage (within last 10 years) that received front page coverage in the nation's newspapers and analyze the event using the theories of mass communications studied in this course. The paper will be 10-15 pages in length. No footnotes are necessary but credit attribution must be given when using a direct reference. Consult the professor for approval of topic selected. The paper will due on the last day of class.

UNIT IV: GETTING THE MESSAGE ACROSS
Weeks: 9, 10, 11, 12

READING ASSIGNMENT: Schramm, PEMC, pp. 109-206

GENERAL OBJECTIVE: The student will be able to apply the theories of mass communications to the role of the reporter covering a news event.

SPECIFIC OBJECTIVES: (see assignment III under lecture 1,2 &3 of week 10): Each student will write a five page paper explaining Krech's and Crutchfield's four propositions (PEMC, pp. 116-137) as they apply to the role of the newsman reporting the news from Viet Nam. Only this article need be consulted. No other references or sources are required. The paper is due one week from date of assignment.
(100% accuracy)

The student will, when called upon in class, cite at least three effects of rumors in wartime and the conditions which give these effects such potential. He will be required to show how the reporter can manipulate these conditions to create sensationalism in the press.
(100% accuracy)

The student, when called on, will explain two of the conditions necessary to insure effective propaganda. He will apply these conditions to the newsman reporting a news event.
(100% accuracy)

Week 9, Lectures 1, 2 & 3: Meaning in the Media

Outline:

I. Lippmann's philosophy
II. Perception and meaning
III. Effects of frames of reference
IV. Philosophy of Krech and Crutchfield
V. Structuring of experience functionally

Week 10, Lectures 1,2 & 3: Krech andCrutchfield: the Message

Outline:

I. Major determinants of perception
II. Propositions
III. General comments

UNIT V: CHANGING ATTITUDES AND OPINIONS
Weeks 13, 14, 15, 16

READING ASSIGNMENT: Schramm, PEMC, pp. 209-358

GENERAL OBJECTIVE: The student will be able to apply the concepts of changing attitudes in reporting.

SPECIFIC OBJECTIVE: Given a poorly written message, the student will rewrite it, applying the 7 requirements for structuring a message so it can effectively change attitudes. He will be given this message during the first 15 minutes of class and will have the first 30 minutes to restructure the message.
(80% accuracy)

When called upon, the student will contrast the definitions of attitude and opinion and relate them to the newsman covering an event.
(100% accuracy)

The student will define, when asked to do so in class, cognitive dissonance in terms of news reporting. He will be able to illustrate how cognitive dissonance effects the reporter's reporting of a straight news story.
(95% accuracy)

In the first 30 minutes of class, the student will write a three page paper explaining the process of interaction between communication and public opinion based on his own reading of Berelson's article.
(100% accuracy)

Week 13, Lectures 1, 2, 3: Nature and Behavior of Attitudes

Outline:

I. Dimensions of attitude
II. Perceptual and Motivational components
III. Variation in attitude

Week 14, Lecture 1: Eugene L. Hartley, Clyde Hart: Attitudes and Opinions

Outline:

I. Introduction
II. Consistence in human behavior
III. Attitude and opinion

UNIT VI: GROUPS AND THE MASS MEDIA
Weeks, 17, 18, 19

READING ASSIGNMENT: Schramm, pp. 359-427

GENERAL OBJECTIVE: Student will be able to apply the concepts of how groups operate and their relation to the mass media to the role of the reporter.

SPECIFIC OBJECTIVE: Student will cite Cartwright's 7 principles regarding the importance of the group in the communication chain. After citing the seven principles, he will explain how they apply to the newsman, the television newscaster, the magazine writer and to the film producer.
(80% accuracy)

The student will define orally the differences between the crowd, the mass and the public. He will explain the significances of these differences to the newsman reporting an event. All this will be done when called upon in class.
(100% accuracy)

The student will explain four of the functions of the gatekeeper in the transmission of messages. He will apply these functions to the reporter trying to reach a large audience with an important message.
(100% accuracy)

Week 17, Lecture 1: The Importance of the Group in the Communication Chain

Discussion of Dorwin Cartwright's 7 principles

Lectures 2 and 3 of week 17 and 1 and 2 of week 18: Herbert Blumer, The Crowd, the Public and the Mass

Outline:

I. Acting crowd
II. Expressive crowd
III. The mass
IV. The public
V. Public Opinion
VI. Propaganda
VII. Collective groupings and social change

UNIT IX: SUMMARY AND CONCLUSIONS
Week 20

READING ASSIGNMENT: None

GENERAL OBJECTIVE: The students will be able to know, understand, apply, analyze and synthesize the major theories of mass communications.

SPECIFIC OBJECTIVE: During this week, students will demonstrate their knowledge of the course when they are called upon in class. They will define key terms of mass communications.
(90% accuracy)

During this week, students will demonstrate their ability to apply the five key terms they mention by illustrating cases in which each of the five is applicable.
(90% accuracy)

Synthesis of the major theories of the course will be attained at the last meeting of the course when the students turn in their term paper.

This week will be devoted to a review of the course wherein students and professor will exchange questions and answers in an attempt to fill in any blank spots and reinforce topics that were not thoroughly understood. There will be no final examination as I believe the questions asked in class throughout the semester plus the papers turned in by students will give me sufficient information to evaluate each student.